

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Nov 6 – 10, 2017

Week: 14

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	<p><b>Standard(s):</b> TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options</p> <p><b>Purpose:</b> To reinforce the third creative strategy (brainstorming), something that they have had experience with in the past but can now tie to the concept of creative thinking. Students will also gain more experience working collaboratively while creating a rank ordered list.</p>	<p><b>Do Now:</b> Guided Instruction (<i>We do</i>)- Do you find brainstorming an effective tool?</p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>)- hand out sheet to students and read through the information</p> <p><b>Work Session:</b> Collaborative Learning (<i>You do together</i>)- after following along while substitute reads through handout, move into groups of 3-4 and create a rank ordered list of the 10 things you think would be good to cover to help you prepare for college.</p> <p><b>Closing:</b> Guided Instruction (<i>We do</i>)- all lists to be completed and refined on Tuesday.</p> <p><b>Power Block:</b> article – underline and circle</p> <p><b>Home Learning</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Collaborative groups</li> <li>Collaborative Brainstorm</li> </ul>	<p><b>Formative:</b></p> <p>Teacher Observation Q&amp;A Top 10 lists – group work Exit Slip</p> <p><b>Summative:</b></p>
Tues	<p><b>Standard(s):</b> TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options</p> <p><b>Purpose:</b> Students will complete the task of rank ordering a list for the group. They will then take the group lists and work to create a top 10 list within a larger collaborative group (whole class). This will produce a list that will be used to enhance the ala carte list of topics to be used the last 3-4 weeks of the semester.</p>	<p><b>Do Now:</b> Guided Instruction (<i>We do</i>)- What was the main problem your group had in coming up with your list?</p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>)- Restate goals of work session: complete group list and create class list</p> <p><b>Work Session:</b> Collaborative Learning (<i>You do together</i>)- Complete list your group began yesterday (top 10 list)</p> <p><b>Guided Instruction (<i>We do</i>)-</b> Create a class list of the top 10 things important to learn for college drawn from the group lists.</p> <p><b>Power Block:</b> sheet 1</p> <p><b>Closing:</b> Guided Instruction (<i>We do</i>)- Exit Slip: Does education use brainstorming and collaborative groups enough?</p> <p><b>Home Learning:</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Collaborative groups</li> <li>Collaborative Brainstorm</li> </ul>	<p><b>Formative:</b></p> <p>Teacher Observation Q&amp;A Top 10 lists – group work Overall top 10 list Exit Slip</p> <p><b>Summative:</b></p>
Weds	<p><b>Standard(s):</b> TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options</p> <p><b>Purpose:</b> To introduce the fourth creative strategy (Glimmer Catching), something that they may have had experience with without being able to articulate what happened. Students will gain experience it controlling the experience.</p>	<p><b>Do Now:</b> Guided Instruction (<i>We do</i>)- Have you ever caught a glimmer? <u>Substitute</u></p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>)- lead discussion of Basic Strategies – Glimmer Catching</p> <p><b>Work Session:</b> Independent Learning (<i>You do alone</i>)- take notes on handout as needed then complete exercise on identifying different solutions to a problem noting easiest solutions, why others discarded.</p> <p><b>Power Block:</b> sheet 2</p> <p><b>Closing:</b> Guided Instruction (<i>We do</i>)- TOTD - List example of when you have captured a glimmer (for discussion tomorrow)</p> <p><b>Home Learning:</b> Independent Learning (<i>You do alone</i>)- complete exercise B by taking thinking of another problem that needs a solution before you go to bed and when you wake jot down any thoughts you have even if not related to problem</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu X Cornell note <ul style="list-style-type: none"> <li>Student option</li> </ul> <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L X Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>TOTD</li> </ul>	<p><b>Formative:</b></p> <p>Teacher Observation Q&amp;A TOTD</p> <p><b>Summative:</b></p>

Thurs	<p><b>Standard(s):</b> TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options.</p> <p><b>Purpose:</b> To complete the strategy by discussing a well known tactic of keeping writing material at the bedside after they tried it the night before. Will include point that some ideas that did not deal with the problem to be solved are usable.</p>	<p style="text-align: center;"><b>SUBSTITUTE: MR ELLIOTT</b></p> <p><b>Do Now:</b> Guided Instruction (<i>We do</i>)- Does anyone regularly leave a pen and paper next to your bed? Why?</p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>)- quick review of yesterday</p> <p><b>Work Session:</b> Collaborative Learning (<i>You do together</i>)- get into groups of 3-4 and share what you took down for notes the last night and whether any were related to your problem to be solved. Then note any of your hints from yesterday might be something you might develop later.</p> <p><b>Power Block:</b> quiz</p> <p><b>Closing:</b> Guided Instruction (<i>We do</i>)- Exit Slip - Jot down your best hint from Monday</p> <p><b>Home Learning:</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Exit Slip</li> </ul>	<p><b>Formative:</b> Teacher Observation Q&amp;A Exit Slip</p>
Fri	<p><b>Standard(s):</b></p> <p><b>Purpose:</b></p>	<p style="text-align: center;"><b>NO SCHOOL</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<p><b>Formative:</b></p> <p><b>Summative:</b></p>

All information and ideas are drawn from *Introduction to Applied Creative Thinking: Taking Control of Your Future* by Russell Carpenter, Charlie Sweet and Hal Blythe, copyright 2012.